

Speech Assignment (Mesher)

Humanities 1B, Spring 2009

This semester you are asked to present a five minute “exegetical” speech. More on the origins and background of exegetical speaking can be found in the section on this semester’s speech in Stephen Hinerman’s *Handbook for Public Speaking* section of your course reader (p. 145). Remember, however, that your speech is not supposed to be “preaching,” but analysis and argumentation, by which you “teach” the class something about one of the texts we have read this semester. To do so, you will need a clear thesis and a well-constructed speech, with examples from your text and explanations of how those examples support your point. *You can choose from any text we have read, except one that you have written about (or are writing about) in an essay for class.* Remember that this semester’s speech is supposed to be extemporaneous (that is, spoken, not read) and will be graded.

Please develop a thesis statement which incorporates the major points you want to make in your speech and design your speech to support your thesis with evidence from the course readings and your experience in order to persuade your audience (your fellow students) to accept your thesis. More on the construction of a speech, following Cicero’s classic formulation, can be found in Hinerman, pp. 148-50.

One week before you give your speech, you will be required to submit a full-content full-sentence outline of it; the outline should contain all the major points you plan to make, formulated concisely in full sentences, and in the order in which they will appear in the speech, with appropriate transitions. You will find a brief discussion of outlining in Hinerman, pp. 150-1. Your outline should be approximately two pages (printed and double-spaced). That outline will be returned to you, with notes and suggestions, at the intervening class, giving you the opportunity to revise your speech before delivering it in class.

You will deliver the speech extemporaneously—that is, from brief notes based on your outline, rather than reading from a fully formulated text. This will help you ensure that you stay focused on your audience, and that your audience will remain engaged with what you have to say. After you have finished your speech, please hand in all notes you have used (whether on cards or sheets of paper). For tips about effective styles of delivery, see Hinerman, pp. 151-153. No visual aids can be used for this semester’s speech.

Finally, in addition to giving your own speech, you will be expected to complete written responses for two other speeches in the class, on different days. You will be provided with a form to make formulating your response easier. I take seriously your evaluations of other students’ speeches; student evaluations will constitute about 40% of each student’s final speech grade. However, your evaluation of another student’s speech may also impact your own final speech grade, if it contains unjustifiably or capriciously high or low marks, or indicates a lack of attentiveness on the part of the evaluator. So make an effort to take these speeches seriously – the one you deliver, the ones you evaluate, and all the other ones you simply listen to and enjoy. Be supportive of your classmates’ efforts, and be sympathetic to those who find public speaking difficult.

2/26: Eric, Stephanie Fung, Ryan
3/3: Stephanie Casas, Michael, Thomas
3/5: Caroline, Kyle, Mariel
3/10: Amanda, Jackson, Tracey
3/12: Sophie, Jeffrey, Taylor, Lura

3/17: Lauren, Kristyn, Sabrina, Hilary
4/7: Alyssa, Lawrence, Tierney
4/9: Brenna, Melissa, Alan
4/14: Ailea, Ivan, Amir